



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XIV.

ST. LOUIS, SEPT., 1881.

No. 9.

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ate Chancellor of the Iowa State University Law School.

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The Treasurer's Office is in Room No. 3, University Building.

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In the Undergraduate Departments, comprising the College and Polytechnic School, all facilities for the best education, Library, Apparatus, Laboratories, Assay Rooms, Gymnasium, &c., are adequately supplied. All "undergraduates" have free admission to work-shop instruction in Manual Training School.

Smith Academy has its own Laboratory, Gymnasium, Reference Library, &c.

To the School of Fine Arts, the recent erection of the St. Louis Museum of Fine Arts, on Lucas Place, at cost of \$130,000, has given the best opportunities for advanced instruction. Its collection of casts, autotypes, and other objects of art is not surpassed, for the purposes of art instruction, by any art school in the United States.

In the Law School, steady advancement has been made during the last three years. The accession of Dr. W. G. Hammond, who will give his undivided attention to the School, insures its great and continued improvement. The Library has been largely increased and the building put in complete order.

In the various Departments seventy-five Professors and Instructors are fully employed, besides the occasional services of others in Lectures, &c.

The number of students in all departments now exceeds thirteen hundred.

More than one hundred Lectures on topics connected with Science, History and Literature, which are open to the public, are annually delivered in the University Halls.

N. B. Good board, with lodging, including fire and light, can be obtained at Mrs. Wolfe's, 1014 North Nineteenth Street, and at other equally convenient places, for \$20 per month and upward.

A dining-room or private restaurant is expected to be opened Sept. 1st, by Mrs. Eaton, No. 1725 Washington Avenue (one block from the University and Law Buildings), where full board can be obtained at \$3 per week, and single meals at proportionate rates.

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For programme, address Prof. Geo. J. Brush, Executive Officer, New Haven, Conn. x312-2

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Professors Wanted!

The attention of Educators is called to the fact that the Board of Trustees of the University of Mississippi will meet at Oxford on the 12th of Sept., 1881, for the purpose of electing—

1. A Professor of Metaphysics, Ethics, Philosophy and Logic, salary \$2,000 and house rent free. Vice Prof. Lyon, resigned.
 2. A Professor of Natural History, embracing Geology, Biology, Zoology and Botany. This chair has just been separated from the chair of Chemistry. Salary \$2,000 and house rent free.
 3. An Instructor in Modern Languages. Salary \$1500. This chair has just been separated from that of Latin.
- Applications for these positions are respectfully invited. Address H. M. Sullivan, Sec'y Board of Trustees, Oxford, Mississippi. 11-9 2t

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ST. LOUIS LAW SCHOOL

LAW DEPARTMENT WASHINGTON UNIVERSITY.

Fifteenth Annual Term opens October 12th. Course of Study comprises two Annual Terms, seven months each. Diploma admits to bar in State and U.S. Courts in Missouri. Students admitted to senior class on examination. Term fee \$50, including use of Law Library. Address (until Sept. 1st at Iowa City, Iowa, afterwards at St. Louis, Mo.) W. G. HAMMOND, LL.D., Dean Law Faculty; or HENRY FITCHCOCK, St. Louis. 14-7 3t

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ST. LOUIS, SEPT., 1881.

J. B. MERWIN, Managing Editor.
HON. R. D. SHANNON, PROF. J. BALDWIN, PROF. G. L. OSBORNE, PROF. R. C. NORTON, Associate Editors.

Terms, per year.....\$1 00
Single copy.....10 cts.

WE do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

Our associate editors are only responsible for such articles as appear over their own signatures or initials.

Thanks for large lists of subscribers from Dent county, from Linn county, from Atchison county, from Saline county, Mo., the last few days; every copy of the *Journal* read and circulated will make a dozen or more intelligent friends of good schools. Keep up the interest.

Prof. R. C. Norton, President of the Normal School at Cape Girardeau, Mo., was unanimously elected to the same position in the Normal School at Kirksville, Mo., made vacant by the election of Dr. J. Baldwin to the Presidency of the Sam Houston Normal Institute at Huntsville, Texas. Prof. Norton has large property interests in North Missouri, and very much desired to accept the position in Kirksville. The Board of Regents at Cape Girardeau were unanimously in favor of his remaining in the position in which he has already achieved a marked success.

They urged the duty of remaining at Cape Girardeau so strongly that Prof. Norton consented to waive his personal interest and remain with them.

It was a "grand rally" at Salem. The generous people threw open their homes to all teachers and friends of education in attendance. The day and evening session were held in the Baptist church, a beautiful edifice.

The music was specially fine. Hon. R. D. Shannon, State Superintendent, and others delivered addresses and took a prominent part in the discussion of practical questions.

Prof. Lynch perfected all the arrangements so that everything run like clock work, and the interest increased every session until the close of the meeting.

The copious rain-fall of the past few days refreshes the earth and cools the atmosphere and greatly relieves the farmers in all sections of the country. There is plenty to eat and to wear.

The people of St. Louis need to interest themselves in the school elections to such an extent as to secure wise, careful, judicious members of the School Board.

We hope this will be done at the coming election.

Hon. Jas. L. Denton, State Superintendent of Arkansas, says: "Without a sound Educational sentiment, it is nonsense to talk about teachers or school-houses."

It is useless to drill teachers, if tax-payers refuse to provide money to pay salaries."

Hence the evening lectures are generally devoted to a discussion of some popular phase of the question of education, and its bearing on the welfare of the people.

In this way Mr. Denton has almost revolutionized the State of Arkansas.

Could not a series of evening lectures be inaugurated in a large number of the growing towns and cities of the West and South, on this subject, this winter?

THE conclusion of the trip "Over the Andes to Chili," will be read with interest. Miss Graham writes as well as she teaches, and she stands near the head as a teacher.

The Normal Schools have been a success in all the States this season. Practical topics were discussed, the people were present in large numbers at the evening sessions, and as a result, the schools start off with larger numbers and more enthusiasm than ever before. Keep up the items in the educational columns of the local papers.

How to Send Money.

All postoffices register letters—hence all moneys for subscriptions or for other things should be sent in registered letters. Postage stamps are taken, and should be sent rather than silver change.

When your postoffice is a "money order" office, it is as well to send by postoffice orders, but otherwise send all money by registered letters.

THE resignation of Col. A. W. Soper as Gen. Manager of the St. L. I. M. & S. Railroad took the people of St. Louis and this section altogether by surprise. Col. Soper has been so long and so honorably identified with the building and management of this road, and the immense business interests growing out of it, not only for St. Louis but for Missouri, Arkansas and Texas, that we had thought he was a fixture here.

With far-sighted wisdom Col. Soper has worked to develop and build up the great commercial, mining and educational interests of the whole Southwest, and while his policy has been a liberal one, the steadily increased earnings of the line, show it also to have been a wise one.

St. Louis can ill afford to lose the services of one who has developed so much ability and integrity as an organizer and as an executive officer. We hope he will remain among those for whom he has done so much, and where his eminent services are so much needed.

The St. Louis Fair Association.

THIS Association opens its twenty-first annual exhibition Oct. 3d, and closes Oct. 8th.

It will be conducted on a grander scale than ever before, and as all the United States and Canada join in the exhibition, the attraction will be unprecedented. Reduced rates of fare will be given on the railroads and steamboats, and St. Louis is so central and so easy of access, that all parts of the Continent will be represented by both exhibitors and visitors.

The managers, with Mr. Charles Green as President, have been at work for months to make this the largest and most successful exhibition yet given, and what these gentlemen undertake, they carry through.

The "Veiled Prophets," with new themes, new tableaux, new costumes and new illustrations, will parade on Tuesday evening, Oct. 4th, when the streets of St. Louis will be illuminated by electric lights. It will be an exhibition so grand and brilliant that no one should fail to see it.

STARVATION—200,000 VICTIMS.

SAYS a competent judge of the facts, in a private note to us:

"There are no libraries, no books that 200,000 young people can get hold of in this State and two adjoining States, and what they get in school, only a little, is soon washed out of their minds. There is nothing for them to feed upon. O what barrenness and emptiness, and even worse than this."

There speaks an eminent witness, who has ample means of observation and every inducement to candor and truth.

Were 200,000 children perishing slowly by hunger—a long starvation, in our country, it would only need be known to call out swift relief, as in the distress of Memphis and the fire of Chicago, two sister cities—relief that would fly by railroad and even telegraph, to furnish food and check the gnawings of gaunt famine.

Is it worse to wrong the body than to damage, to cripple, to dwarf, to belittle the mind and the soul?

If, as scripture said a thousand years before the epoch of Christ, and the era of Christianity, "He that withholdeth corn, the people shall curse him," even for not selling it, how much worse should be the curses and execrations of thought against any and all who knowingly and purposely or of mere negligence or selfishness withhold books and knowledge from the young!

"Youth is the future. The teaching of youth is necessary to make the man of to-morrow," as Victor Hugo well and pointedly said. We want no race of mental dwarfs or pigmies. We want no generation of Lilliputians. We want no such "emptiness and barrenness." Above all, we do not want the "worse," the sensuality, the brutishness, the savagery, the fierce passions as of monsters, the howling fury of mad mobs, maddened by drink, by demagogues, by sectarian fires, by selfish plotters and schemers. No such thing is befitting

THE NATION.

No such citizens are worthy to be members of "The Republic of God."

Read Mr. Mulford's works, and then imagine the condition of 200,000 shrivelled intellects, dying out for want of early nurture; 200,000 wrecks of human beings, as if palsied inwardly, while young, by the freezing touch of "chill penury"—not their own, not their family, but the penurious hoarding of ample means.

"Enough and to spare, while I perish with hunger," these children may well lament and mourn. Millions and tens of millions of money for railroads and steamboats, for pub-

lic expenses of justice, to arrest and punish criminals; but how little to give good books to the young, the very bread and milk and meat, to nourish the mind and soul of the rising generation.

It is much to teach a child to read. What is reading, if the reader has no book? It is appetite, and no food to eat; it is legs, and no place to walk in; it is eyes, and no light to see by; the grossest absurdity, and a torment worse than that of Tantalus.

Tantalus! poor fellow! only wanted water and could not drink it, as the fable states, though deep in it up to his chin. It fled his every taste or effort, tormenting him with agonizing thirst forever.

200,000 children are thus tantalized, and will thus be demoralized, damaged, sinking far below the usefulness and the efficiency and happiness of good citizens, which they could and should attain and enjoy.

Who of us are to blame? What can we do henceforth?

What will you do?

Good Books for our Children.

WE take the ground that every school should have its own library, well selected and well managed, as an integral part of the life and power of the school. It may not be large, and need not be, and usually cannot be for want of funds, but it ought, nevertheless, to be started, and kept growing year by year, with new books, if only one a month, or five in three months.

Why so? The value of a library is greater than that of any other public affair at the same cost, even to a town pump or a horse pond, as the mind of a child is more valuable than its bodily frame, as the child's whole nature is more valuable than the stray ox or horse. If there is any district, far or near, where the value is not so estimated, it must be very animal and degraded needing a library all the more, if even by charity from abroad in order to elevate the new generation there, the helpless children there, whose parents under value the choicest gifts of God, and the most precious treasure of any community.

The Astor Library, the Lenox Library, the Cooper Institute in New York city, are the best monuments of their founders, attracting readers and students from all classes of society, drawing them from a distance of many miles for study and research, or to improve scanty hours of leisure, offering treasures of knowledge which the wealthiest citizen cannot afford to accumulate, and yet which the poorest can fully enjoy, as richly as if he can cross the ocean and spend his time in the imperial libraries of the old world.

God bless the founder and friends of any library in any spot however humble, for it will elevate some noble spirit and equip him to benefit our country.

Gov. Roberts of Texas, at the late commencement of the Sam Houston Normal Institute, laid emphasis on the good work its graduates have done as centres of control, around which others should work, towards one object, gaining power over others by even-handed justice.

Now, a library is such a centre of silent and effective control over scholars, as well as a close bond of union between each other and their teachers. Once read a good book with another fellow, and you have common ground of thought and lively discussion, elevating you both above the brutal tastes of a savage.

Contrast the scanty books our parents enjoyed fifty years ago. The richest could not buy books of a style which anybody now can buy—for none such were published. Heavy and solemn, dull and stately were many of the books then current.

Magazines, what? None. Juvenile books, what? A half dozen: as Mrs. Barbauld's and Hannah More's, for instance. Now the press is throwing out constantly the most charming juvenile books of every grade—history, art, science, travel, religion—to suit the most scrupulous and the most omnivorous readers.

Get a library. It is easy. "Where there is a will, there is a way" for so simple a thing—a free library, or a subscription library, or a circulating library, or all, if convenient.

Remember the good old clergymen who each gave a few books to aid the founding of Yale College. Go into the grand library building now, with its many thousands of the choicest treasures of ancient and modern literature, and see to what a small beginning may grow.

Read how Beecher ransacked the library of Amherst College, and qualified himself as a debater.

Yes, we must get one.

L. W. HART.

A number of schools have gathered money to start a small library.

"Reading Clubs" have been organized, books bought, lectures delivered—the people brought together in the most friendly way to look at the questions of taxation, transportation, monopolies, civil service reform. Non partizan questions are these, and non-sectarian as well.

How can we utilize labor, railroads, machinery and intelligence so as to make it count in our neighborhood? These are the questions discussed, the problems to solve; and teaching and reading and meetings

and lectures and voting mean the solution of these questions.

It is all in the right direction. Not only keep it up, but multiply these pleasant and profitable occasions, and you will find a growing intelligent interest awakened, which will be of great mutual benefit.

BUILDING A STATE.

HON. JOHN EATON, U. S. Commissioner of Education, read a very valuable and elaborate paper at the Atlanta convention, entitled "Education and the Building of the State."

Gen. Eaton said: "To build a State is not to locate a certain number of people in a given territory, nor is it to establish a police department. It is the building up of the whole body politic in all its interests, individual, social, civil; its ideas, doctrines, sentiments, laws, customs and institutions.

We cannot pause to follow out the almost infinite contrast presented between the skilled hand and the unskilled; the trained eye or ear and the untrained; the cultured perceptions, judgment, reason, and the uncultured; the rightly taught conscience, imagination, sensibility, and the perverted or neglected; the will ever acting accordant with right reason, and the will perverse, obstinate, disobedient, destructive; the moral impulses directed towards all that is pure and high and holy, and those neglected that grovel in all that is base and degrading.

On the one hand it is the man of Christian civilization; on the other the savage. On the one hand the conditions and tendencies are toward all human evils, the corruption of vice, the destruction of crime, the aspect of the man is downward; on the other hand his look is upward, his aspirations are toward heaven, his endeavors full of the highest inspiration.

To understand man, we must look beyond the individual man and his actions or interests, and view him in combination with his fellows. He is a social being, and it is in society that man first feels what he is; first becomes what he can be. Who has not at every step felt the influence of companionship? How it strengthens our opinions to feel that another thinks as we think!

The earliest and simplest form of association is the family. This enlarges itself naturally into the clan, the tribe, and these combine themselves into federations, states and nations. At first the direction or government is parental; next in the advance the conditions of persons and property are determined by the tribe or clan.

The larger, more extended forms of

civil organization are almost without number and without name, but in every form of government, despotic, monarchic or democratic, authority rests on some doctrine or sentiment, and there is disclosed a purpose of continuance or of self-preservation by teaching, by fixing in the minds of a greater or less number the notions, precepts, laws, which constitute the condition of its existence.

So fearful are men's minds of the horrors of lawlessness that they have, as Burke says, 'consecrated the State, that no man should approach to look into its defects or corruptions, but with due caution; that he should never dream of beginning its reformation by its subversion; that he should approach the faults of the State as to the wounds of a father, with pious awe and trembling solicitude.'

SOLON'S IDEAS.

In the system developed by Solon at Athens, the council of 400 was a political school for the citizens, molding and shaping their ideas of conduct. So great and continuous were its results that its operations and influence have been a favorite theme of the student of political history. In his system the duty of parents with respect to the training of their children was emphasized by the law which relieved the son from the obligation of maintaining his father in his old age if the father had not taught him some art or profession.

WASHINGTON UNIVERSITY.

PROF. H. S. PRITCHETT, of Glasgow, Mo., has been appointed to the chair of Astronomy vacated by Prof. Rees, who has accepted a similar position in Columbia College, New York city.

Prof. Pritchett, though a young man, brings large and varied experience to his work, and a better choice could not have been made. Unless we are mistaken, he will gain in his department a distinguished place both for himself and for the University.

THE ST. LOUIS LAW SCHOOL,

which is the Law Department of the University, has added greatly to its strength by the appointment of W. G. Hammond, LL.D., late Chancellor of the Iowa State University Law School, as Dean of the Law Faculty. He enters upon his new duties at the opening of the next term. The Law School building, on Lucas Place, has been thoroughly renovated and some alterations made which largely increase its convenience and capacity. From present indications, as we are informed, the classes will be very full. We hazard nothing in saying that there is no Law School in this country where a better or more complete education can be obtained.

IN THE UNDERGRADUATE DEPARTMENT, which comprises the College and Scientific School, enlarged advantages will be offered by the improvements made in the Chemical and Physical Laboratories, and in the assay rooms. All the Professors in this Department are men of distinguished ability and are making their mark not only by their individual enterprise, but by the uniform success of their graduates, in whatever sphere of work they engage.

Mr. E. A. Engler, heretofore a teacher in "Smith Academy," has been promoted to the chair of Mathematics and Descriptive Geometry. He is now in Europe with Prof. Ives, aiding him in the collection of works of art and material for art instruction.

THE SCHOOL OF FINE ARTS,

by the eminent success of its Director, Prof. H. C. Ives, and by the erection of the St. Louis Museum of Fine Arts, has already taken a first rank in similar institutions at home or abroad. It will have over 150 art pupils the next year, besides those who are also connected with other departments of the University.

THE MANUAL TRAINING SCHOOL

for boys is attracting a great deal of attention. It receives in September a new class of sixty pupils, making one hundred and twenty in all, which is all the building can admit. Its full success will make a new era in education, by adding *skilled labor* to the curriculum of study. It is a new departure for the University, but one which will bring it into closer sympathy with the working people, and eventually with the whole community. The leading uses of an American University are not only to make good scholars but also good citizens in the practical business of life.

SMITH ACADEMY,

in the building which is the memorial of the munificence of James Smith, goes on as usual, with no marked changes. Prof. Arnold, aided by 25 assistant teachers, conducts it, as heretofore.

MARY INSTITUTE.

Miss Emily A. Nelson, daughter of Rev. Dr. H. A. Nelson, formerly of St. Louis, and Miss Emma L. Tausig of this city, have been added to the corps of instructors. Although there are seats for 370 pupils, we learn that they are already nearly all engaged.

In its various departments Washington University will have under its charge in the next year, not less than 1300 students.

EDUCATION and school training means a wiser and larger use of our faculties; it means help, the better to do the work of life. It does not mean to help one to live without work.

A CONTRAST.

THE people sometimes lose sight of what our schools have done, and what they are doing in the way of bringing to every household a large share in the so-called

USEFUL ARTS.

Gen. Eaton, Commissioner of Education, in his address at Atlanta, brought out these facts so vividly and distinctly that we are glad to call the special attention of teachers and others to these points.

Gen. Eaton says:

Put our people in the civil conditions of the citizens of any one of the republics of ancient times, Rome or Greece; to-day compel our farmers to use their plows and hoes and carts; our mechanics their hammers, axes, saws or planes; reduce our domestic commerce to the movements of caravans, and that on the seas to the best ships known to the Tyreans; our travel to the speed of the horse; the intercommunication of our rulers to the running and shouting of ancient heralds; take away our modern advance in the sciences, especially those affecting the useful arts, as chemistry, physics, medicine and engineering, our manifold inventions, the increased command thereby secured of the forces of nature and the shrinkage of every form of occupation, nay, of the individual himself, and of the State itself, would create a general indescribable collapse. No wonder that Everett exclaims, in one of his eloquent orations:

'Mind, acting through the useful arts, is the vital principle of modern civilized society. The mechanic, not the magician, is now the master of life. He kindles the fires of his steam engine and the rivers, the lakes, the ocean, are covered with flying vessels; mighty chain pumps descend, clanking and groaning to the deepest abysses of the coal mine, and rid them of their deluge of waters; and spindles and looms ply their tasks, as if instinct with life. It is the necromancy of the creative machinist. In a moment a happy thought crosses his imagination, and an improvement is conceived. Some tedious process can be superseded by a chemical application, as in the modern art of bleaching. Some necessary result can be obtained in half the time, by a new mechanical contrivance; another wheel, a ratchet, or a screw will effect the object; he tries a few experiments; it will succeed; it is done. He stamps his foot, and a hundred thousand men start into being; not like those which sprang from the fabled dragon's teeth, armed with the weapons of destruction, but furnished with every implement for the service and comfort of man.'

The speaker went on to say of public education, in answer to

THE ASSAULTS

upon schools, that largely the same text-books are used in public as in private schools.

"The houses and appliances of the public schools are in conditions quite as favorable to produce a sound mind in a healthy body as those under any sectarian or other direction.

The teachers employed to impart public instruction largely belong to one or another of the religious sects.

In very many instances the teachers of public and private schools interchange positions.

The private life and example of the public school teachers will not suffer in comparison with others.

There has not yet been discovered an appreciable difference in the doctrines of morality taught.

The methods of instruction are as logical and are substantially the same in their appeals to the perception, memory, sensibility, right reason and right conscience of the child.

Public instruction is brought under as close inspection, and has legal guarantees of its good character at least equal to any other.

'The public school carries its beneficent influences to multitudes where the influence of the home and church are reduced to a minimum, or where their salutary and useful restraints are never felt.'

Is the school house all ready? The seats and desks all in good order—the black-boards all fitted up, crayons and erasers provided, maps globes, charts and other "tools to work with" all on hand, so the teacher and the pupils can go to work without delay and work to the best possible advantage.

If so, a long step has been taken towards making *this* session of your school a *success*!

As well place a man in the forests of Eastern Texas to cut the timber and erect a house without axe or saw, as to ask a teacher to instruct the "forests of children" there without you give them some tools to work with. The one needs them as much as the other.

THE school work of another year begins again in September. Let us give our teaching and training a strong direction toward the practical affairs of life and business.

If our teachers explain to their pupils a little more the use of this, that and the other lesson and exercise, it will aid them materially to grasp its necessity. Link the lesson to practical life.

OVER THE ANDES TO CHILL.

[Concluded].

THE party stopped for breakfast in a rude shelter made of piled up stones near a rapid stream, but the wind blew so furiously that we could not light a fire, and had to content ourselves with cold meat, eggs, dry bread and onions, the last said to be invaluable for the oppression in the chest known as "Puna," caused by lack of air.

During the afternoon we were ascending and descending all the time, each ascent higher and more abrupt; always along the Lujan, the roar of whose waters grew fainter or more deafening as we climbed up or slid down above its tiresome and tireless current. Late in the day we made an abrupt bend in ascending the loftiest range we had yet crossed, to avoid a narrow fissure which the river makes in breaking through its rocky barrier.

The scenery was grand beyond description; "The everlasting hills" crowned with snow supporting the sky. The views are majestic rather than picturesque, as the pass is wide and the mountains mighty, but not so varied in form and color as those on the Chilian side. The lack of vegetation made itself felt in the dreariness of the scene, though Miss W., the naturalist of the party, found 108 flowers, different species, from Mendoza to the highest point of the pass, and 111 on the Chilian side in one-third the distance.

We could not enjoy the view with any satisfaction on account of the masks and glasses and the cold, which grew more and more bitter as the sun began to go down and the shadows lengthen. At last we could endure it no longer, so the train was halted, the extra wrappings unpacked, and with another layer of cloaks and shawls we felt more comfortable and the mules less. We had put on in the morning warm woolen clothes, but it was not enough to keep out the biting air. I was so tired, for Cram walked so slowly that I was obliged to trot half the time to make her keep up with the rest, and it was a killing pace, that I had to sing to keep my courage up, and get poor Cram in among the pack mules, as they travel best when close together.

Just in the twilight we reached El punta de los Vocos, in English, The place of the Cattle, as it is the last point where the droves of cattle exported to Chili feed. One house and some good pasture was the extent of the village, but we were so stiff after riding 66 miles that we could not take in its vastness very well, and had just strength to crawl to the fire whose handful of coals looked very

inviting in the raw, chilly night. The people were kindly and attentive, and in a short time a good chicken broth and the beds were ready. The dogs and cats fought according to their own sweet will all the live long night, and we were so tired that we had not strength to throw a shoe, although they were quite handy,—however, I managed to give them a blessing, but as it was in English it did not affect them in the least, or stop their howling one second.

The next forenoon we arrived at El puente del Inea, a natural bridge not very imposing, as it is so broad that one has to be told when on it. On the right is a deep ravine seamed and marked by the action of both fire and water. The colors of the rocks are beautiful—every shade from deepest red to faintest straw-color is represented, and stalactites and stalagmites abound on every hand, but the material crumbles very easily. A few flowers were growing about, and as at all the stopping places, green fields and running water were near. As soon as we dismounted we went to the second bath half way down the bank over which the bridge is thrown. It is formed by a spring of hot water breaking through the hill-side, the constant action of which has made a natural room, small but not very comfortable, for the door is a fall of water cold but not very dense, through which it is not agreeable to pass.

The water was deliciously warm, and made our tired, overstrained muscles so supple that we felt like new beings after coming out. It is slightly saltish, and contains considerable iron and sulphur judging from the rocks. Two or three small houses afford scanty accommodation for the few people who come from Chili to bathe and drink the waters for the short season of two months. The baths are said to be excellent for rheumatism and skin diseases, and might be made attractive as well as profitable in another country or in a less inaccessible place.

Started again at two, and rode through the same valley we had been in for two days; but which had gradually become much narrower, and later came to another high range which we had to climb. I had been riding Garfield all day, as Mr. S. had taken pity on me and changed, and having galloped a good deal, no doubt the poor mule was worn out, for at sight of that long climb he turned deliberately out of the path and quietly laid down. Mr. S. shouted, "Jump!" and I never got my foot out of a stirrup and on the ground so quickly in my life.

I mounted Augustin's mule with a

beating heart, for it was a great, big, skittish thing, full of tricks as of bones, while Augustin spurred poor Garfield unmercifully. We wound up and up, till it seemed we would never reach the top, and when we did found far worse a place to go down. It looked dreadful—a long band of yellow path which wandered in a crazy, dizzy way, back and forth till lost, like a tiny thread in the plain below. But there was no other alternative but to go on; so the guides tightened the saddle girths and arranged the packs more securely, while the Chileno and Miss G. walked on, preferring to trust to their own feet in such a place.

It was not so bad, however, as it looked, and in a short time we were in a flat valley covered with immense boulders, watered by the Lujan, which here had dwindled into a quiet little creek. We had passed a large drove of cattle shortly before, driven by a dozen peones who looked picturesque but dirty and tired as they rode round and round the herd, getting them together for the night.

Just before sunset we halted before a great pile of huge overhanging rocks called "Las Cuervos," or the Caves, which was to be our stopping place for the night as we had to camp in the open air, for the divide had to be passed very early in the morning, as later in the day the wind is so strong that it is almost impossible to do so.

Near by was a small pond and plenty of pretty flowers, six different varieties in a very small space, and flying in and out of the crevices of the rocks were a number of small birds resembling the Canary. Some water fowls were wading about, but not a creeping thing was to be seen. On our return in this spot we saw a flock of small parrots, and how they endure the cold nights I cannot imagine. I could not help noticing how tame these birds were—they would let us come near enough, almost, to touch them, and hopped about while we were preparing supper, as tame as chickens.

The moon rose before the last rays of the sun had left the peaks, producing a beautiful effect, and on the strength of it we tried to sing, but were too tired to add much to the beauty of the evening. We put lighted candles in the crevices of the rocks, piled up the trunks on the windy side, which was also protected by a wall of stone, placed the two mattresses together and laid down for the night. Mr. S. and Senor A. were in another hole in the rocks farther on, and the guides kept up a low murmur by the fire as they took their siesta. The cattle had come up at dark and the peones were encamped

within a stone's throw of us. The night was cold, and for a long time we were awake talking of home and trying to make out the different constellations. Orion was trying to make a circus performance of himself by standing on his head, but even in that trying position looked lovely—the position, not the constellation, reminded me of Mr. Crummies' first view of his wife, as described in Nicholas Nickleby.

Venus was exactly over the peak of the highest mountain in view and seemed a jewel set in a circle of white which crowned the forehead of that "king among his peers."

The snow came down on all sides to a few hundred feet above our level, and in the morning the pond was covered with ice an eighth of an inch thick. We were up as soon as the first streaks of dawn reddened the sky, had coffee and began our awful climb, starting directly up the face of the pass toward a church-shaped rock, which the guides said marked the highest point of the pass, called La Cumbre or the Summit. The mules were shivering with cold and hunger, for they had eaten nothing since the morning before, but soon warmed with their work and did their duty more bravely than we. I was on Garfield, and was absolutely sick with fear that he would lie down again, but his own life depended too much on its keeping up, and it worked as well as the rest.

For three hours we climbed the side of the mountain at an angle of fifty degrees, with scarcely a sign of a path, as the cattle had gotten ahead of us and almost destroyed the track. Every rod or two the tired beasts would stop, pant till their sides went like bellows, and start on again of their own will. How the poor pack mules ever lived to reach the top was a wonder, for they labored dreadfully; their sides streaming with sweat, mouths and nostrils stretched to their utmost extent, and every muscle quivering with the strain.

Half way up was a level place a few rods square, where we dismounted to let the mules rest. The air was very rare, but the only inconvenience we suffered was a slight headache and a difficulty in breathing—it was hard to speak, too—the voice sounded so faint and fine that it was difficult to make one understand a little way off.

Senor A. walked, and strange to say did not get the Puna, as bleeding at the ears and nose and general faintness is called. Once he fell, and would have rolled to his death, had not one of the drovers come to his assistance.

At 8 we arrived at the highest point, 18,000 feet above the level of the sea, and Chili lay before us.

We dismounted and rested a little while; the cattle were standing about, the drovers lying in the sun and the snow all around, above and below, save the bare spot upon which we stood. In front were snow-covered peaks and valleys nearly filled with drifts, on the left an immense one, filling up the entire end of a valley, scores of feet in depth, the birth-place of the Aconcagua river, one of the most important in Chili. In the back ground, far away across the Lujan, rose the giant peak of Aconcagua, his majestic head towering thousands of feet above the surrounding summits.

In front the prospect was walled in by bold and rugged mountains more picturesque than those on the other side, but not so awful in their grandeur.

We started ahead of the cattle, and Miss G. and Senor A. would walk in spite of Mr. S.'s not very mild expostulations. The snow was deep, and the mules had to step very carefully through the much-worn paths. I noticed in several places the red plant growing on the surface of the snow, which Arctic travelers so often mention. At length Mr. S. lost all patience, and scolded the two obstinate ones into the saddle, as the drove was close at our heels and Argentine cattle are not the tamest in the world. They were all shod with iron and looked fat and sleek even after so many days of climbing.

The provinces of Mendoza and San Juan export thousands of head every year to Chili after they have been in pasture all winter, and although it costs considerable to keep them six months (as there are no natural pastures, every foot of land being watered artificially) a handsome profit is made, and some of the richest men have gained their wealth in exporting stock.

The descent grew very abrupt, the paths bad, and until noon it was a constant struggle for the mules to keep their footing or us our saddles. Some places looked as if we never would be able to get down, but the sure-footed creatures would stick their little hoofs in where a goat could hardly stand, and scramble down in safety. On the Chileno side the roads are very bad until well down into the lower valleys; the government being too much occupied in the war with Peru to spend either time or money in improving mountain roads.

In one of the side ravines was a beautiful little lake, but of a very strange color, a green so dark as to be almost black. It is said to be unfathomable though so small. Shortly before we stopped for lunch, and after crawling down, like so many flies, the steepest place of the Chileno side,

we met four men who were crossing the pass on foot. One was an old, gray-haired man, and as we passed I threw him all the provisions I had in my saddle pocket, as did the others.

In a few hours from La Cumbre we came to vegetation; in fact Miss W. picked two lovely little flowers on the summit, 18,000 feet above the sea. Soon after, we came to pastures, and a foaming, dashing river, which we had to ford. The old guide went first with the madrina, who lost her footing and went down for several rods; a loose mule followed her example and disappeared altogether, but got out some distance below. All the people from a house near by came down to the bank to see us drowned I suppose, but unfortunately for them they were not gratified. Being in the afternoon there was a great deal of water, the current very rapid and full of rolling stones. Two men with lassos came to the edge to fish us out in case of necessity, and one threw a stone directly to the spot where the water was less swift and the bottom surer. Augustin took the lead, the rest following as they best could, and in a few moments we were safe on the other side without any great mishap.

One who has never seen a mountain stream cannot understand the swiftness. Darwin in his book of travels in South America says that it was only when he saw a stream in the Andes that he could comprehend how mountains could be washed away and vast plains formed by the action of the water.

We descended constantly all day, and it was very interesting to see how insensibly one vegetable zone merged into another. The only abrupt transition being that of trees; the first noticed were about 15 feet high, a kind of wild peach. Flowers which we saw first as little creeping plants, a few miles farther down would be tall flowering shrubs. The scenery was perfectly lovely. The valley narrow, the mountains lofty, rugged and snow capped, with the sides beautifully colored; the light glorious, and waterfalls fell on every side. In one view were four beautiful cascades, one blown in the air like a veil and taking three distinct leaps of hundreds of feet each, in its haste to join the river.

At every turn in the valley the scene grew more and more enchanting, till it reached its climax where another river came from the south, and cultivated fields, golden with ripening grain lay in a lap of earth surrounded by lower hills. Found lodging for the night at a rancho consisting of three walls and a roof, where we made our beds on the earthen floor and were served chicken broth in the wash basin. I had re-

marked it when we were making our toilet, as it was a pretty piece of old China, and was malicious enough to call the attention of the others to the figures at supper. They, "hoping against hope," said that there might be two alike, but a crack in the edge made the coincidence too remarkable, so we went without our chicken broth to bed.

The next forenoon we rode over better roads, with little farms on either side, the scenery pretty but much tamer than the day before. At 2 p. m. we arrived at Los Andes, the terminus of the railroad from Valparaiso. A comfortable room and clean beds in a little French hotel, the kindly attentions of Madame the hostess, and a sound night's rest, made us feel like new beings after five days and a half of the hardest work we ever did.

The next morning we took the train and reached Valparaiso in four hours.

MARY O. GRAHAM.

ST. LOUIS TO SAN ANTONIO.

(Concluded).

Editors American Journal of Education:

The penitentiary is situated at Huntsville. The hum of the vast machinery as it reverberates through the air, seems the heartbeats of the hundreds of men, without a home, without a friend, paying the sad penalty of the rash deed of one insane moment. Under the efficient management of Maj. Goree, the superintendent, the prisoners have as much liberty as can be allowed, and as much of the tender home life as possible.

A very happy occasion of Thursday afternoon was the dinner party given by Col. and Mrs. L. A. Abercrombie at their beautiful home. Col. Abercrombie is no less distinguished for his elegance and genial nature, than for his ability in the profession of law, in which he is one of the most prominent men of Texas. Mrs. Abercrombie is one of the most charming ladies we have ever met, and her presence at the dinner table was more necessary for our enjoyment than the rich viands before us. The guests were: Governor Roberts, Capt. Bowman, Secretary of State, and his lady, Mr. J. B. Merwin, Editor of the *American Journal of Education*, and his lady of St. Louis, Mrs. A. A. Reynolds and Miss L. W. Elliot of the Sam Houston Normal Institute, Dr. Paulus of Schulenberg, Prof. O. H. Cooper, and Rev. L. W. Allen and lady of St. Louis. We never spent a more delightful afternoon, nor can we ever express our thanks to the host and hostess for the enjoyment we received at their hands.

Leaving Huntsville we took the I.

and G. N. R. R. for central and southwestern Texas.

Passing through the rich grain and cotton fields, and miles of unimproved prairies destined to become the homes of thousands who are now living on small farms in the North and know not of the riches of this great Empire State, through the rapidly growing towns, through Austin, the beautiful capital, crossing the Colorado, San Marcos, and other charming streams, we reached San Antonio, the famous old city, with its Alamo, its Old Cathedral, its Mexican quarters, its San Pedro Springs, its near lying Missions, and last but not least, its beautiful river.

From the Horde House, just the place to rest after a long journey, we visited the Alamo, the Thermopylae of Texas. Here the little band of one hundred and forty-five men held ground for twelve days against Santa Anna and his five thousand Mexican invaders; and when they were unable to keep back the outnumbering enemy, here they fell, every hero at his post, but with four dead and four wounded in the enemies' ranks for every fallen Texan. The blood of greater heroes than Col. Travis and David Crockett never crimsoned American soil.

The pleasure of our San Antonio visit was greatly enhanced by the acquaintance of Rev. Mr. Foote of Palestine, and Col. R. M. Moore of San Antonio, formerly of St. Louis.

These gentlemen, (Col. Moore as Collector of Customs), have both traveled extensively through the Southwest and Mexico, and are most delightful gentlemen. We wish no traveler better fortune than to fall in as we did, for a three hour's ride, with as entertaining a companion as Mr. Foote.

We have to thank Col. Moore for one of the most pleasant forenoons of our lives. Had it not been for him, we should not have seen San Antonio as it really is and become acquainted with all the mysteries and intricacies of this old Mexican town. We shall never be able to express our gratitude to these two gentlemen for their kind and generous attentions.

Our return from San Antonio to St. Louis, was by no means less enjoyable than our first trip. We were now able more fully to appreciate the superb country between Palestine and San Antonio, and the fine facilities for travel, which are making Texas the resort of the tourist both in summer and in winter.

As we look back over our trip, it seems like a beautiful dream that is gone. But we intend to dream it over again before many months.

LYMAN WHITNEY ALLEN.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS

of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,
NASHVILLE, TENN., July, 1890.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

THE BEST THINGS.

WE inaugurated the custom several years ago of giving our readers a synopsis of the best things said by those in attendance at the National Educational Association.

The meeting this year was held at Atlanta, Georgia.

Hon. J. H. Smart of Indianapolis, and those associated with him, seem to have given the Association a new lease of life.

The daily *Constitution* of Atlanta, reports the names of about 130 in attendance, and this is a large increase over last year.

With its management in the hands of larger men with broader views, it might be, as it ought to be, brought up again to the position of a representative body of the Educators of the Nation. In his

ADDRESS OF WELCOME

Governor Colquitt said: "Ladies and Gentlemen of the Convention: With our whole hearts we greet and welcome you. We deem it a duty, a privilege, a pleasure and an honor to receive as our guests men and women who are devoted to the highest interests of society. I shall not attempt to express to you our appreciation of you and your labors. If I could convey to you a complete sense of our esteem and of our admiration, indeed you would be prompted to believe that in this city and on Georgia soil the schoolmaster is at home, and nowhere else is his noble mission more honored.

We welcome you because we recognise in you the most efficient conservators of the virtue, of the dignity and of the liberties of mankind.

Next to the mothers of our land,

there is to be found no such occupation or vantage ground for the elevation, the development and refinement of the human race.

What is talent without moral principles?

What is learning without virtue? I rejoice to believe that these men and women by whom I am surrounded to-day, and who represent such a multitude of workers all over the land, that with you and among you we can find a solution of this question which unites virtue and religion, and science, and God, and Christ.

Other governments and other powers may find palliatives and substitutes for education, but in

THIS LAND

we can find no such resources. Our republic, our union, is based for its safety on the education of the race. Upon our shoulders the government rests. I am well aware that it is very plodding and very discouraging work among our teachers and educators, that they are not brought conspicuously before the multitude, but they move about here and there modestly in the execution of their duties—but they have this consolation, that they are building for themselves a name and a character and influence that will outlive the marble monuments that will be erected over the graves of those who seem to have been more honored, and when they have gone down to their graves, in cultured minds, in believing hearts and in trusting souls all over the country will the memory of the modest teacher be preserved with gratitude and with tears.

Ladies and gentlemen, my wish is that heaven may inspire you in your present labors and exalt the appreciation of all virtuous minds for you and for your work and for the dignity of your high vocation.

In the name of the people of this city and of this State, in the name of Christianity, whose banners of faith and love you bear, in the name of humanity, whose wrongs it is your noble mission to remove, in the name of the fathers and mothers and in the name of the children of the land, whose fortunes and destinies you shape and mold, I greet and welcome you to-day." (Applause.) In his

RESPONSE,

President Smart said:

"We have come to join hands with our brethren of the South, to help to better teach the millions, to make them better men and women.

We are sure that we shall have not only the confidence but the help of the good people here. We invite all the people of the State to join with us and take part in the proceedings. I am sure that when we go we shall leave behind us our best wishes for

the good of the State, our wishes for its peace and plenty. We shall wish that all these beautiful hills and valleys shall be crowned with a happy and prosperous people.

The government cannot live unless the people be educated, and the sole object of this meeting is to promote the education of the people, and spread the light of knowledge. We are glad that there is a platform so broad that all can meet on it without discord; can meet on it with one single purpose. In that we have been most heartily welcomed by the people of Georgia. It is as dear as human liberty. We meet here in the cause that knows no South, knows no North, knows no West and knows no East. A cause that belts the globe and encompasses it wherever there is a human soul, and we meet too, when the American people are realizing, as they have never realized before, that in education lies the foundation of all good government.

THE TEACHER

is building the foundation on which our institutions rest. He is the foundation of all good government. We are realizing that the day of mere muscle is gone. Character is, after all, the sublime end. The putting into the generation that is to follow us the character that can be trusted anywhere is the thing to be aimed at, and we are glad to be welcomed here in this great work." [Applause].

SOUTHERN SUMMER SCHOOLS.

IN his speech on education in the United States Senate, Hon. J. Brown from Georgia said: "The great need of the South in her educational efforts at present is a supply of well qualified teachers." It cannot be denied that the several Southern States are making strong and successful efforts to supply this deficiency. In most of the Southern States Normal Schools have been founded. There is also a praiseworthy tendency to improve the teachers serving the schools already, by inducing them to attend Normal institutes during the summer. South Carolina, Tennessee, North Carolina, Virginia and Texas are foremost in this great enterprise, and have been supported in it by the aid of the Peabody Fund in many instances. Dr. Currie, the present general agent of the fund has recognized the importance of this factor in instruction and has encouraged institute work very actively.

TENNESSEE.

The first State Institute in Tennessee, on a large scale, was held this summer at Knoxville, and attended by upwards of 200 teachers from all parts of the State. Almost

all the Professors of the Tennessee University taught in the institute, and lent thereby to its work an eminently scholarly character. The Institute owed its origin, however, chiefly to the energy of Prof. E. S. Jones. Instruction was given in arithmetic, penmanship, elocution, the English language, geology, botany, natural philosophy &c. Mr. F. Louis Soldan, of St. Louis, delivered a lecture daily on the Science of Education. There were also evening lectures; Gen. John Eaton delivered a lecture on "The Teacher," Mr. Peaslee, of Cincinnati, on "Literature in Common Schools," and Mr. F. Louis Soldan on "Tennyson, and Poetry."

The Institute was such a marked success that the Board of Trustees of the University made it a permanent feature of the University. The State law now provides for a permanent Summer Normal Institute as one of the departments of the Tennessee University.

SOUTH CAROLINA.

In South Carolina a State Teachers' Institute was organized at Greenville, under the Principalship of Mr. F. L. Soldan, who had been in charge of the Institute last year and who was aided by Prof. Joynes, of Tennessee University, and an able corps of instructors, Messrs. Archer, of Charleston, R. Means Davis, of Winnsboro and others. Although the railroad companies had not encouraged the Institute by any extensive liberality on their part, 335 teachers were enrolled, almost every county in the State being represented and the most powerful impetus was given, to the educational interests of the State. The accomplished State Superintendent of Education, Col. Hugh S. Thompson attended the whole session of the Institute and his advice and assistance did much to make the work successful. The governor of the State visited Greenville and addressed the Institute, saying that he wished to show by his visit the appreciation and respect that he felt for the work carried on by the Institute.

Among the eminent men who delivered lectures before the Institute, Dr. Curry and Dr. W. T. Harris may be mentioned. Dr. Harris went to Greenville immediately after the close of the Concord summer school of philosophy and delivered three lectures before the Institute on moral education, the course of study in common schools and on state, society and school. Prof. Joynes lectured daily on "English Language" and his course of lectures was perhaps the most remarkable ever delivered before an Institute. It attracted both

the regular students and the public at large. Mr. Soldan delivered a lecture daily on the Science of Education.

The Institute laid more stress on the common school branches and methods of teaching them than on anything else, but it also offered to other students, who are willing to undertake work for their improvement in general scholarship, optional courses in Latin, French, German, Algebra, &c.

The Atchison County Mail, Rockport, Mo., in a notice of the teacher's institute just closed, says: "The teachers will go to their respective places of labor better prepared for teaching than ever before. Never was there better interest taken in the classes, and Prof. Coleman has proved himself the man for Institutes, being himself an able worker and liberal educator."

ARKANSAS.

Hon. J. L. Denton has an earnest, warm word of commendation for the COUNTRY SCHOOLS.

He says:

"The country schools should not be underrated. With all their disadvantages they have some advantages, not the least of which is the mingling of work and study. The combination of mental and physical exercise is favorable to industry and vigor of thought. One day of hard labor at ditching made John Adams begin to be a hard student of Latin. John Swett says: 'My observation as principal of an evening school of a thousand boys for three years, convinced me that many of them made as rapid progress in the essential branches as did the boys in the day schools. They had a steadiness of purpose unknown to boys untrained to labor.'

THE DISTRICT TAX

The district tax is the principal source of revenue for the support of schools. A district that depends solely on a meager allowance from the State school fund, will never accomplish anything. Where such a blind policy obtains, it results in very short terms and very poor teachers. Local taxation is the life of the free school system. Educational sentiment possesses most vitality in the States that rely mainly on district taxation for the support of schools.

There is a reason for this. The very act of voting the tax carries with it all the efficacy and force of a public committal, and never fails to strengthen faith and renew interest in the justice and benevolence of the cause. It is an outspoken declaration of loyalty to universal education, that is always rewarded with a keen-

er sympathy and a more wakeful concern for schools.

In Pennsylvania the State appropriates \$1,000,000 a year for free schools, and the districts raise \$8,000,000. In Rhode Island the State appropriates \$19,000, and the districts vote \$689,000. An eminent State Superintendent says that he does not want a large State bonus. He wants just enough to encourage local enterprise. He knows that local taxation keeps interest alive."

Prof. D. L. Moon of Saline Co., Ark., writes under date of Aug. 17 as follows:

"With *Camp's Outline Maps*, an 8 inch globe, a blackboard and reading charts in use in the schoolroom, I am well satisfied with these 'tools to work with' I can instruct the pupils 100 per cent better and faster."

That is, he can not only do better work but about 100 times as much with "tools to work with" as he can do without them. That is true, and every teacher can do the same.

WYOMING.

Prof. T. N. Wells, one of the foremost teachers of the West, writes from Wyoming, under date of Aug. 17, after sending an order for goods, as follows:

"Our educational outlook is most hopeful. Competent, strong, earnest teachers are filling up the ranks. Schools are being furnished with your 'Tools to Work With,' and of course the work moves grandly and successfully on.

We need to have more copies of the JOURNAL circulating among the people. Hereafter please send it to the enclosed names.

The short, terse way the JOURNAL has of saying the right things in the right spirit wins over many an opponent, and people begin to realize the fact that it is not only cheaper and better to educate than to punish, but they take measures to put this into active operation."

It was a fitting and well earned compliment in the election of Prof. Lynch, as President of the Southeast Missouri Teachers Association.

The next meeting will be held at De Soto, Mo. If Prof. Lynch is as successful in the next as in the late meeting at Salem, he will put this section of the State on a "boom" educationally.

You might about as well ask a man to raise a crop of cotton, or wheat or corn on the prairies of Western Texas without a plow or a hoe as to ask the teachers out there to instruct the children successfully without you furnish them some "tools to work with."

Maps, globes, charts, black-boards are the "tools" for the teacher.

WHAT SHALL WE TEACH?

A. J. RICKOFF, Supt. of Schools in Cleveland, O., read a paper before the National Association at Atlanta, entitled, "What Shall we Teach in our Elementary Schools?"

"We are told that an English dry goods firm once sent out instructions to its agent in China to observe the street costumes of the well-dressed Chinamen of different classes, to buy the clothes off their backs and to send them to England. From these samples could be produced goods of the very sort the Chinese wanted. In other cases the traditional costumes of European peasants were procured and imitated by English firms with great success. Thus the manufacturers of England adapted their products to the demands of foreign countries.

Now if the school teachers of the race were to send a commission to its workshops, its farms, its churches, its political and religious conventions, its teachers' desks, and its editorial rooms to make diligent inquiry of the men and women to be found there as to how much of the knowledge acquired in the schools in common to a majority of them—I mean a majority of the most intelligent—the very leaders in each class, and if this commission were to make careful observation of every remaining trace of the intellectual and moral description of the schools to be found in the modes of reasoning and styles of expression used by those whom they met in the course of their inquiries, and if when this investigation had been completed the commission were to set itself about the elimination of everything in the present course of common school instruction which had been found to have been rejected as of least worth by a great majority of the most intelligent workingmen, tradesmen and members of the learned professions, how much do you think would remain of all that is so laboriously taught and so painfully learned in the schools?

How much?

Suppose that when room had been made in our course of study by throwing out that which had been found to be comparatively valueless this commission should substitute therefor more ample courses of instruction in those subjects, which in the progress of their inquiries they had found to have been studied at school and to have been extended by the great majority, beyond school life, into the self-directive years of manhood and womanhood, and, further, if the commission were to add to this curriculum the study of the agencies through

which town, county, State and National governments, the mere machinery of administration, a few of the more palpable and important principles of political economy; and, still further, if it were to add an introduction at least to the great English and American authors, whom to know well is itself an education, and whom it is

A DISGRACE NOT TO KNOW, and whose productions are the richest inheritance of our race; or, to sum up in more general terms, if we were to subject the common course of instruction in our common district and graded schools to a thorough revision, rigorously excluding all that is consciously and unconsciously neglected as valueless by intelligent men and women, as soon as they become free to judge and act for themselves, and substituting those things to which every young man and young woman who is ambitious to become a worthy factor in the affairs of the community, the State or the Nation is forced to give earnest attention as soon as he emerges from the school; if, in a word, we were to prove all things and hold fast only that which is good, we would perform the highest service to the cause of common school education which it is possible for any association to perform. If we should but boldly blaze the line of progress, though we left the road unguarded and full of obstacles, we should inaugurate a

NEW ERA IN EDUCATION.

But to suggest merely the appointment of a commission to investigate this subject is to leave it at a point as unsatisfactory to you as to me. Let us speculate for a moment as to what this commission would find in the present course of study that might be decided to be of little value—what, for instance, would be the result of an inquiry among the more intelligent tradesmen and members of the professions as to the knowledge OF GEOGRAPHY

which they have retained or accumulated, we will say, at from 35 to 50 years. I think it would be found that they know very little as compared with the fifteen year old Miss who has just passed her examination for the high school in any one of our towns and cities, except as to those points which they have in later years looked up for purposes of business or pleasure.

Test the value of a study thus pursued by any standard you please and it is valueless, except as to its general outlines, which can be learned in one-third the time now allotted to it. As studied at present in all its minute details, it contributes little to our stores of useful information, and still less to the discipline of mind, inasmuch as it begets a habit of careless indifference to what we have learned.

MISSISSIPPI American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the AMERICAN JOURNAL OF EDUCATION, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest.

J. M. BARROW.

INSTITUTES largely attended—better methods discussed, elaborated and adopted; the people instructed as to the value of an intelligent workman over an ignorant and a helpless one—the whole scope and design and benefit of the public school system stated. These are some of the more immediate results of the educational meetings held the last two months. It will result in more liberal and intelligent legislation on school matters in both the State and the National Legislatures.

This is needed; and to this end meetings should be kept up, papers circulated, facts gathered and printed and information imparted all the time in the local, home papers.

Hard study, and hard work bring their own reward, in the school room, in the shops, on the farm, everywhere.

Those people, who are hunting after an "easy place" find them all filled before they get there, and the wages are very low, the competition is so great.

Better study a little harder or work a little harder and be able to hold a place where the competition is less and the compensation more.

Talk it over and see if this is not true?

KEEP up the educational columns in the local papers, they will do good.

THE United States Postoffice Department has a larger revenue than any postal department in the world.

SEND ten cents if you want to see sample copies of this journal.

In the September number of the *American Agriculturist* Mrs. E. H. Leland gives this sound practical advice, which we hope every reader of this journal will follow. She says:

"Keep the body clean. The countless pores of the skin are so many little drain-tiles for the refuse of the system. If they become clogged and so deadened in their action, we must expect to become the prey of ill-health in some one of its countless forms. Let us not be afraid of a wet sponge and five minutes brisk exercise with a crash towel every night or morning."

Col. Hollingsworth and the State Board of Education in Texas have won everything in the series of "Teachers Institutes" which have been held there the past two months.

The conductors employed were among the ablest and most practical educators in the country.

They made their way easily to the hearts and confidence of the teachers, and the people too.

The leading educators of the State cheerfully co-operated, and success was insured at once.

Instead of *six*—there should have been sixty, and there would have been if the money could have been had to pay the traveling expenses and for services of sixty conductors.

There are a large number of men—and women too, in Texas fully competent to do this work if some one who has had experience will lead off. Col. Hollingsworth was very fortunate in securing competent leaders this year.

A larger number of schools than ever before are this year furnishing the teachers "tools to work with." Blackboards, maps, globes, charts, and other positive and essential helps have been provided, and more and better work will be done as a consequence.

A friend writes that "A Reading Club" was formed in our district last season as suggested in the *Journal*. It has created a wide spread interest, books and papers have been read, the people come together in the most friendly way—and a spirit of improvement and mutual good—will prevail all through the neighborhood.

Mr. George I. Seney of New York has given to the Wesleyan Female College at Macon, Ga., \$100,000.

All the past which, through a monument or statue, penetrates to our doors and repeats its action and its joy in our ears, is so much wealth; it is the harvest of another age pouring into our hearts and homes a precious legacy.

The teachers of Macoupin Co., Ill., the other day by a formal, unanimous, rising vote appealed to the School Officer of that County to provide them things, saying:

"These tools are to the teacher what the sledge-hammer is to the blacksmith, the saw to the carpenter, the trowel to the mason, the axe to the woodman, the brush to the painter, or the plow to the farmer. Both classes could do without tools."

BUT HOW?

What would be the result? We urgently request all school directors who have any regard for the interests of the children whose destiny is largely in their hands, not to fail to procure these tools which all the best teachers and educators say are essential and necessary."

NATIONAL SUPPORT.

MORE and more the conviction fastens itself in the minds of the people that we must give the school system in the Southern States National support. Hon. C. C. Rounds of Maine, in his address before the National Teachers Association in Atlanta, said:

In education there has been a logical transition from principle to application, and it is coming to be seen that the ability to work is a necessity for all, that that State alone is safe in which work is honorable and well rewarded, and that the training of the hand is as legitimate a function of the school as the training of the head.

One of the most important problems in the immediate future is to fix the proper plan and functions of industrial training in a system of public education.

FEMALE EDUCATION.

The advance in female education to the free high school and the college is one of the marked features in recent educational history. The American woman of to-day is no longer a recluse. She has stepped out from the house door. She has not left the home, and she looks upon the world and its busy life with the clear, calm vision of one who has a stake in the game that is played, and who knows how to play it.

In this movement toward individualism—a movement inevitable, for it is one of the most marked characteristics of our age, something must be lost, and men's hearts fail them for fear when passing from the familiar to the unknown and lesser good.

The girl must have as good a preparation for life as her brother. Genius for teaching is a gift of God, and it cannot be God's will that it should be restricted by any limitations of sex; and the means of cul-

ture accumulated in our colleges and universities will surely by and by be made accessible to all on equal terms.

ATTACKS EXAMINED.

No people has ever yet been educated by private effort alone. The whole line of the founders of our government might be quoted in defense of the principle of national education. In these latter days the doctrinaire, the sectarian, the demagogue, have come to the attack on the free common school, but it still lives, and with a stronger and still stronger life in the heart and common sense of the American people.

WHAT CITIZENSHIP INVOLVES.

The people see that preparation for citizenship involves more than the elements of knowledge, that it involves the developed faculty which fits one to rule, for such a one alone can wisely choose his rulers; that the man, as citizen of the culture state, must become participant in the intellectual achievements of the race; that as citizen of the rural state he must be able to comprehend and control the political forces which act upon him; that as a citizen of the industrial state, he must be able to bend productive forces to his will, lest he become a pauper in the midst of plenty, a serf in the land of freemen. These results, so essential to the national life, cannot be attained by individual effort alone.

NATIONAL SUPPORT.

The principle of national support of public education, in its fit place and degree, in such a land as ours, has life in itself. Growing stronger year by year in the heart, conscience and reason of the American people, it appears and must appear more and more clearly in national legislation. The principle seems secure.

The strategical points already won, vigilance alone can hold. The work begun we must complete. We must ground our work upon more definitely established principles; we must give it a better scientific form; we must guard the rights of all to share its blessings, and we must more clearly fix and define the educational function of the State.

We must educate or we perish.

Those who seek an "easy place" will find so many seeking the same thing that competition will be sharp and compensation low, this fact ought to be stated often to the pupils in our schools.

The great life is a beacon light that points to fairer worlds and leads the way. It is seen afar; it is not only visible, it is educating and directing; therefore, civilization is cumulative.

REV. LYMAN WHITNEY ALLEN says: As we look out of St. Louis over Missouri and Arkansas into the great Empire State of Texas, we are fired with something of that universal enthusiasm which fills the breast of every Texan. One cannot go to Texas and come back without being "Texanized". We say, "Hurrah for Texas", and we congratulate every Texan upon his birthright, which no mess of pottage will ever purchase, for in every Texan's ears still resounds that cry which thrilled through Houston's army at San Jacinto, "Remember the Alamo, remember Goliad!"

LINES OF ADVANCE.

THE proceedings of the National Teachers' Association, as reported in the daily *Constitution of Atlanta*, show a vigor, grasp and breadth of discussion of the living educational questions of the time, most hopeful and inspiring:

HON. C. C. ROUNDS,

Principal of the State Normal School, Farmington, Maine, was introduced, and read a paper on the Lines of Advance in Education, of which we present a brief synopsis:

"That teaching is assuming a more definite professional character is indicated by the remarkable increase in the number of normal schools and the increasing prominence given in their courses of study to training in principles and methods of instruction—by the establishment of summer normal schools of various kinds, and by the establishment of professorships of pedagogy in colleges and universities, like those of Michigan and Missouri. Theoretically the ground has been won that the teacher should be trained. It follows by inevitable logic that this truth should be recognized in the employment of teachers, and it is cause for great encouragement that some States in their laws formally recognize the validity of professional diplomas and certificates.

AN ADVANCE.

There has been within a generation an advance in methods of teaching from dogmatism to development, from verbalism to realities, from cram to thought.

This is most marked as yet in the primary school, but the influence has reached the higher grades, and college work is undergoing a similar transformation, in the adoption of more rational modes of teaching.

The causes of this advance are philosophical and historical. There is first, an advance in our knowledge of the nature of the soul, of its laws of development of the powers latent in the undeveloped soul, and of the

potency of education in shaping individual and national life.

There is also a heightened sense of the sacredness of childhood and of its rights, as is shown in many ways, all tending to a more critical study of the soul, and soul-study always tends to bring methods of teaching to a standard of truth.

A MORE EXTENDED COURSE OF STUDY.

The subjects included in a course of study have been extended from ancient classics and mathematics to cover the whole realm of science, art and industry, with the happy result of a larger development of divine ideas in the human soul, and an immense increase in the sum of trained spiritual forces brought to bear upon the work of life.

The problem now is to so wisely select as not to sacrifice the ends of culture to the richness of material.

The capable man, who is able to manage a line of railway from St. Louis to New York, or from St. Louis to Galveston or the Rio Grand River, gets a *thousand* dollars a month, and he is worth it. The man who worked for an "easy place" gets *thirty* dollars a month, but has hard work to hold it even at that—so many people want it.

One goes up out of the way of competition—demands his price, and gets it—the other, is one of the "easy place" chaps. Would it not be well to point out these facts to the pupils in the schools?

Most of them will draw for themselves the right conclusion.

Prof. H. T. Morton, who so ably and successfully conducted one of the "Peabody Normal Schools" at Salado, Texas, addressed the Grangers of that vicinity on education. The address was well received as were all the efforts of Prof. Morton in this section.

[Manchester (Mich.) Enterprise].

Messrs. Haussler & Kingsley, druggists, Manchester, say: We handle St. Jacobs Oil with abundant success, and it has given excellent satisfaction to our customers.

Another Candidate.

By a large majority the people of the United States have declared their faith in Kidney-wort as a remedy for all the diseases of the kidneys and liver, some, however, have disliked the trouble of preparing it from the dry form. For such a new candidate appears in the shape of Kidney-wort in Liquid form. It is very concentrated, is easily taken and is equally efficient as the dry. Try it.—Louisville Post.

It is impossible for a woman after a faithful course of treatment with Lydia E. Pinkham's Vegetable Compound, to continue to suffer with a weakness of the uterus. Enclose a stamp to Mrs. Lydia E. Pinkham, Lynn, Mass., for her pamphlets.

ALL matter intended for publication must be in the hands of the printer by the 15th of the month previous to date of issue.

Science Teaching in District Schools

THE following address was delivered before the State Teachers' Association of Missouri at its last session, by Prof. Paul Schweitzer, Ph. D., the eminent Professor of Chemistry in the State University at Columbia.

It will be read with interest, both on account of the high standing of the author and for the intrinsic merit of the production itself. Eda.

"Section 7,077, Revised Statutes of Missouri, reads as follows:

"No person shall be granted a certificate to teach in the public schools established under the provisions of this chapter, who is not of good moral character, and qualified to teach Orthography, Reading, Penmanship, Arithmetic, the History of the United States and Civil Government. No certificate shall be granted for a longer period than one year, unless the person examined, in addition to the above, is found capable to impart instruction in the elements of the Natural Sciences and Physiology."

I desire to call your attention especially to the second clause of this section, in which those persons capable of imparting instruction in the elements of the Natural Sciences and Physiology are promised certain privileges; these clearly reveal the importance attached by the legislator to having these branches taught in our district schools, and the same view, I take it, is taken by the present State Superintendent of Public Schools, as conveyed in a letter to the Dean of the Normal Faculty of the State University, promising to grant special certificates for three years to its graduate from the lower course, which differs from ordinary courses of study for teachers in nothing but the facilities it offers for the study of the Natural Sciences and Physiology, and the making a passing grade in them a requisite for graduation.

To attempt to impress upon you the necessity of having the elements of the Natural Sciences taught in our district schools, would be paying small tribute to your intelligence, every real teacher recognizing sufficiently their value for providing means to develop the growing mind in a direction and with a directness not attainable in another manner; to bring up here then the subject at all, must be for the purpose of indicating how the spirit of the law can be best carried into effect, and how difficulties arising from its ambiguous wording disperse readily before the light of experience and of reflection.

The elements of the Natural Sciences and Physiology is the term used, and a very important term it is,

as the word element has a number of meanings, of which the one we might naturally select as applying to the above phrase, viz: elements, the first principles of an art or science, cannot, I venture to say, have been in the mind of the legislator, and if so, cannot apply from the impossibility, at least for the present, to carry out the idea which it involves.

The first principles of an art or science can be acquired no more without severe and long-continued discipline and study, than can calculus or arithmetic or a foreign language; they are the most valued possessions of a man of science, and the fruits only of long and laborious and loving search and complete mastery of a subject; to talk of asking a man to teach these principles, to possess such insight into the great and difficult subject of science, to have such mastery over it as to be familiar with its roots and ramifications, which rest securely in the hidden sources of all light and truth, for the munificent sum of thirty or sixty dollars per month during part of the year, is absurd, and if the teacher, as we all know he must, practices self-abnegation, I am sure you will agree with me in saying there is a limit even to this most excellent virtue.

I know the thing is attempted; natural science is taught in our district schools, at least in some of them, but I fear the larger number of such science teachers, some even in high and mighty places, are innocent of the knowledge of such principles, not so much from any fault of theirs, but from inability to give time, energy and strength to one subject alone, and to focus, as it were, the whole of their mental powers upon it; yet without this the rare and beautiful flower blooms unrevealed, and by many not even suspected, while the fortunate mortal, who has glimpses of its beauty, filling him with renewed zeal and energy, is a prophet, before whose vision spreads unrolled the future, and a perfect teacher is fashioning and directing the fortunes of men.

But if such teachers are impossible for our district schools, shall we give up altogether as impracticable the teaching in them of science, and confine our labors and efforts to the old and time-honored three Rs? By no means! this need not as it must not be done; the teaching of science there is as much of a necessity as is scientific teaching, which I would in a few words characterize as consisting not in the spiritless application of spiritless rules, but in the strong and vigorous personality of the teacher exhibiting in his own intelligent mind the shaping, maturing and seizing of ideas, and presenting, as it were, in a plastic manner, not how to

teach ideas but how to get them; such ideal teachers are rare to be sure, but every teacher, it seems to me, should strive after and work for such ideality. He lives then to a purpose, as Christ and Socrates, the perfect teachers, who never wrote a line, and yet stand out to-day so grand and bold and real that even the mists of twenty and twenty-five centuries have not been able to dim the lustre of their names.

Ideas are the result of conscious and, properly understood, of unconscious cerebration, based upon a full knowledge of facts and phenomena, and in this lies the solution of the difficulty of how to teach Natural History, Physics, Chemistry, Physiology in our district schools.

The word "elements" as applied to science or any branch of science, means first formal or phenomenal elements, and then logical or rational elements; both branches are necessary to the complete teaching of a science, but while the former is merely phenomenal or descriptive, the latter is rational or comparative; the one necessarily precedes the other, yet each possesses advantages peculiarly its own, both for discipline and for utility.

A beginner should evidently start first with those phenomenal branches of science that contain within them an element of fixity, as Botany, Zoology, Mineralogy, each of which deals merely with the phenomenal in structure, force, size, etc., while those containing an element of change as the facts revealed by a chemical or physical experiment, or by the growth and development of a plant or animal under abnormal conditions, should be left, as more difficult of comprehension, to a later period, and then sight should never be lost of the fact that an experiment is a question put to nature, calling for an answer, and no sleight of hand performance to exhibit the dexterity of a showman.

Last of all, and only after a good deal of disciplinary training on the part of the pupil, should be taken up the comparative or rational branches of science, as these require powers of abstraction to an intelligent understanding, far greater than a mere child is able to exert or should be asked or encouraged to exert for its own future good. Yet we should never forget that this is the foundation stone of science; it alone leads to ideas by induction, the general truth of which we test by deduction; all sciences were necessarily first inductive and became deductive only by a process of development.

The Pythagorean problem and Kepler's laws were as truly results of inductive reasoning as Ohm's laws

and the laws of definite and multiple proportions, and if any one were to doubt whether pure geometry could ever have profited by such reasoning, let him reflect whether the conviction of the truth of his problem had not existed in the mind of Pythagoras before he discovered its proof, and whether the sacrifice of the hecatomb was not merely the outward sign by which he celebrated the desired and long expected event; the finding of the truth was the inductive, the proving of it the deductive part of the work; the former the high and noble exhibition of genius, the latter the narrow and convincing pathway of talent; but if inductive and deductive truths differ by the element of uncertainty attaching to the former, we must remember that the conception of a fourth dimension, so much spoken of to-day, is trying to foist this also upon some of the most firmly held truths of geometric science.

If we divide then all sciences into descriptive and comparative or better phenomenal and rational branches, I think the ravenous mental appetite and legitimate curiosity of the child cannot be appeased better nor with more satisfactory results for the future, than by the study say of phenomenal Botany or Zoology or Mineralogy; but a fair knowledge in these can easily be acquired by a professional teacher within a year's time, and every striving man, young or old, should be encouraged by those whose experience and position can lay claim to respectful attention, to make the effort and fit himself to render a service to the young and growing generation, which is urgently demanded by our times and our civilization; he should teach the branches in the order mentioned, and in preference to any attempted instruction in physics or in chemistry; both require apparatus, often costly, easily broken, and in need of skillful handling; yet without such aid instruction in them, book instruction, or recitations from books alone, is a dead and useless work; yea, it is worse than useless, it is criminal.

Who has not met the boy or girl, shown off at examinations with a standing of 80 or 90 or 100 even, in whose mind atoms and molecules and units and laws and experiments not seen but described, and described inaccurately because not seen, form such wonderful and fearful chaos? who carries with him from school into life as the result of such scientific instruction nothing but false notions and a firm and lasting belief in science as being a humbug and a fraud?

By such methods is destroyed one of the best and most commendable features of teaching natural science, viz: the constant practice of and just

appreciation of truthfulness and honesty, a view which is held by every naturalist and so well expressed by Joseph Le Conte in the *Princeton Review* of March, 1881, page 191, that you will pardon my repeating his words here:

"The correlative function of the scientific course is the cultivation of a sincere love of truthfulness for its own sake, as the aliment on which the mind lives and grows, a reverent worship of truth as the image of God in the human reason, and constant practice in the sure methods by which truth is obtained. No other subject compares with science in this respect. It teaches that truth is not to be secured by intellectual nimbleness and dexterity, but only by patient toil and sweat of the brow. It gives truth, certain verifiable truth, little by little, like daily bread—coarse food, it may be, too coarse for some over-refined stomachs and vitiated appetites, but wholesome and suitable for our weak intellectual digestion, and therefore producing vigorous healthy growth. The process of gathering, only crumb by crumb, may be slow, too slow for some nimble-witted spirits, but we are sure they are genuine crumbs from the Master's table, and are content."

But take the case of a child; flowers and plants are the first objects of his attention, and are examined and picked to pieces with such puzzled looks as to call loudly for the help, which is not coming, and though returning to it ever and anon, familiarity from daily intercourse and want of intelligent direction makes him drop the subject after a while, to be taken up again and his interest rekindled in school, paying then well and abundantly for the time and labor that may be spent upon its elucidation.

He should begin by collecting leaves and describing their shape, their margins, their covering, their venation; he should do the same with roots and stems and flowers; he should then have pointed out differences between similar parts and be led to find such differences himself; he should have an occasional talk on the use and meaning of roots and leaves and flowers, and in a similar way with any of the other natural sciences, and I vouch that his love for them will outlast his school life, and be the source to him of many a pleasure and many a consolation. But keep away text-books, this grave of intellectual promise; they cover with a certain forced and unhealthy abstractness the beauty and reality of nature, which it is well nigh impossible to shake off in after life, and I feel sure that the teacher who accepts my suggestions and carries them out

with such modifications as individual cases may require, will be gratified and astonished at his pupils' acquisitions, and rest conscious of having done a most admirable service by daily testing and sharpening powers of observation by daily encouraging the use of accurate and concise language, by daily cultivating honesty, truthfulness and sturdy virtue, the offspring of all healthy mental and moral life.

PROF. A. J. RICKOFF, Supt. of Schools in Cleveland, "pitches in" to the way arithmetic is taught at present, as follows:

But what of arithmetic? I answer with some reluctance, because I know how strongly fortified this subject is in the minds of the people. For illustration I might say that an amendment of the catechism has been proposed by a gentleman in the part of the State of Ohio from which I come. In answer to the question, "What is the chief end of man?" he would reply: "To glorify God and study arithmetic forever."

Within a few years past, say the last thirty or forty, far more attention has been given it than it deserves. We do not teach it too well, not well enough as to its elements, but we attempt to teach too much of it. We teach more in the schools than is necessary in the counting house. I am told by the gentleman above referred to that having occasion to draw a note which should realize a certain sum when discounted at bank, he found the cashier unable to reckon the amount for which it should be drawn. This suggested a series of inquiries among bankers which resulted in the discovery that hardly one out of ten could make the calculation on sight.

If a boy is skilled in addition, subtraction, multiplication and division, integral, fractional and compound, and knows how to compute percentage and one good way of casting interest, he can take care of himself in the commercial dealings to which his business incidentally calls him, and with that he can easily acquire facility in those computations which belong specially to his own branch of trade.

It is a notorious fact that the multiplicity of rules and cases to be found in our text books on this subject, is due to the efforts of one author after another to make their books more complete than the previous publications with which they are to come in competition. And being in the arithmetic, the teacher, especially in our ungraded schools, feels under obligation to teach them all, lest perchance it might be charged that he himself could not do all the "sums" in the book."

LITERARY NOTES.

THE September "Scribner," it is announced, will have a wide range of subjects, embracing war reminiscences, natural history, winter sport, pictorial and decorative art, housekeeping, politics, oriental travel, biographical history, the drama, fiction, fun, poetry, current literature, and progress in practical invention.

Robert Browning's stirring naval ballad, "Herve Riel," and Elizabeth Barrett Browning's deeply touching verses, "The Cry of the Children," are selections announced for the Treasure-box of English Literature in the forthcoming September number of St. Nicholas.

A timely illustrated paper telling "How to Make Dolls of Corn-husks and Flowers," is to appear in the September St. Nicholas.

Wide Awake.—D. Lothrop & Co., publishers, Boston. The September "Wide Awake" is quite up to the beautiful mid-summer number in point of fine illustrations. The publishers announce that there will be a permanent enlargement of this magazine of 16 pages, commencing with the October number, and consequently an advance in price to \$2 50 a year.

All people sending \$3 to the publishers of "Wide Awake" before October 1st, 1881, will receive the magazine from July 1881 to December 1882 inclusive, or a full year and a half at the old price.

EVERY TEACHER and reader of this journal should have a copy of "Hill's Manual." It is the most complete work of the kind extant. Tells you how and when to do the right thing in social and business life. It will only cost you one cent to send for circulars. Agents will find this book the one to solicit for. See card in another column.

Duffet's New French Method, revised by Prof. Hennequin of the University of Michigan, is a model in the art of book making. The paper, typography and binding, are much in advance of the ordinary text-book style. The arrangement is clear and philosophical. The book would be complete with the addition of a simple treatment of the idiomatic peculiarities of the French. The enterprising house of Van Antwerp, Bragg & Co. have maintained their reputation for excellence in the line of text-books, in the preparation of this work.

Sadler's Counting House Arithmetic is truly an arithmetical "magnate." It is the most complete and exhaustive treatise on business calculations that has fallen under our notice. It is evidently the book for the merchant and student of commercial science. All professional men should have this work for reference; and practical mechanics will find it a valuable aid in their calculations.

Hurrah for Our Side.

Many people have lost their interest in politics and in amusements because they are so out of sorts and run down that they cannot enjoy anything. If such persons would only be wise enough to try that celebrated remedy Kidney-wort, and experience its tonic and renovating effects, they would soon be hurrying with the loudest. In either dry or liquid form it is a perfect remedy for torpid liver, kidneys or bowels.—Exchange.

We kill our rulers when we remove from the human system whatever disorganizes the nerves. Dr. Benson's Celery and Chamomile Pills relieve from subjection to the power of headache, sleeplessness and dyspepsia. They contain no opium or hurtful drug.

Horsford's Acid Phosphate in Bilious Troubles.

I have used Horsford's Acid Phosphate, in bilious troubles, and it did all that was desired. I think it a valuable remedy.

Muncie, Ind. D. SOMAUB, M. D.

The "North American Review" for September opens with a profoundly philosophical article on "The Church, the State, and the School," by Professor William T. Harris. M. J. Savage treats of Natural Ethics, showing that the principles of morality are rooted in man's nature, and are the products of evolution; consequently, that they are not affected by the vicissitudes of dogma or religious creeds.

Rev. Edward Everett Hale writes of the Taxation of Church Property. He would have all churches taxed in form, but would exempt in practice those which by their charitable work help to lighten the public burdens. The other articles in this number of the "Review" are Jewish Ostracism in America, by Nina Morals; The Decay of New England Thought, by Rev. Julius H. Ward; Ghost Seeing, by Prof. F. H. Hedge; and Factitious History, by Rossiter Johnson. The latter is a scathing criticism of Jefferson Davis' recently published historical memoir. Fifty cents per copy. Five dollars per year. Address "The North American Review," New York, N. Y.

SCRIBNER for September doubtless voices the feeling of the people in saying that the "flight of Mr. Conkling with the President has been a disgusting nuisance from the day on which he came strutting home, looking for a vindication. An example of such coarse self-conceit, preposterous presumption and insult to the President and the people," &c., &c. It is refreshing to see some independence, and plain unvarnished truth-telling on the part of these leading magazines in the editorial department, and "Scribner" leads off in this direction.

APPLETON'S JOURNAL. D. Appleton & Co., New York.

The September number of this magazine contains an interesting article by James Bonar, called "A Peep at French Schools." He says: "If the French lack anything it is not at least the readiness to provide machinery, or the will to give it a trial; and it is on these points that we may learn from them. Their system of public instruction, with its ramifications of primary, secondary and superior, represented by parish school and university faculties, is a tolerably complete machine, needing it may be improvement, but not reconstruction. Educational reformers in France—men like Bert, Grecoir, Breal,—may be said to have only one end in view, and that is to make education more democratic. To secure this end primary education must be made compulsory, and therefore free and secular secondary must be so connected with primary and superior that the poor man's son may be able to rise from the first to the third with the least possible difficulty.

SCRIBNER for September says: "No less than seven articles contributed by Southern writers appeared in a recent number, and we are glad to recognize the fact of a permanent productive force in literature in the Southern States.

THE ART AMATEUR, Montague Marks, N. Y. The August number of this magazine is rich in designs for plaque, panel, embroidery, etc. It has a portrait of Jean Baptiste Camille Corot, with a sketch of his life. He ranks first among the great landscape painters of France. There are also several facsimiles of sketches by Sir Edwin Landseer, and many other interesting articles.

OUR LITTLE ONES. Russell Publishing Co., Boston.

What can we say about the September No. of this delightful magazine for the children. I am sure if the parents once saw it they would immediately subscribe for it even if they had others.

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[Daily Fort Wayne Sentinel].

Mr. S. H. Joseph, Agent Emerson's Minstrels, remarks: I can with truth speak from experience; and in saying St. Jacobs Oil acts in a marvelous manner, I but partly express my good opinion of it.

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GREENFIELD, Mo., Aug. 7.

Editors American Journal of Education:

THE most successful Normal Institute ever held in this county has just closed. Prof. J. S. McGhee of the Southeast Normal was our conductor. We found him to be a noble worker, and feel that he has done us great and lasting good. If we could have such sound practical teachers in all our Normal Schools, the objections to them would soon be laid aside.

Profs. Hawkins and Cox, assistant teachers, did splendid work. The attendance was not so large as that of many other schools of the same kind; we however enrolled nearly 50 teachers, all of whom expressed themselves as highly pleased with the work done.

Normal work in this county is in embryo, this being the second Institute ever held here. Teachers in this part of the State are beginning to see that unless they prepare themselves for their work, they must soon give place to those who will.

We still have a few fossilized "school-keepers" who can see but little good resulting from Normal Institutes, Educational Journals, or professional works of any kind. We hope for the time to soon come when those who teach will be well prepared for their work. Respectfully,

W. T. HAMNER, County Com.

Prof. S. D. Ellis, County School Commissioner made a visit to Fulton a few days ago, where he met with Prof. Carl Vincent, the Commissioner of Callaway, and the Commissioners from Boone and Monroe counties, for consultation. One of the results of the conference was a determination to call a district convention and establish a district institute. The action of these gentlemen is most commendable, and it is to be hoped it will be carried out. If the townships will now organize and hold regular monthly teacher's meetings, and contribute all they can to the success of the county institute to be held quarterly, and the District Institute shall be held annually. Such an organization could be made of inestimable value to teachers. This will give all a chance to attend one or the other of these Institutes, or all of them if convenient. The Institute system will thus cover the whole ground from the township to the State Institute.

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14-7 12E

Prof. Jennings, of Jefferson county, Mo., has already inaugurated a successful county Institute, and he proposes also to follow the plan of Prof. Evans, of Crawford county, Mo., and hold township Institutes, and have a series of evening lectures given at different places in the county.

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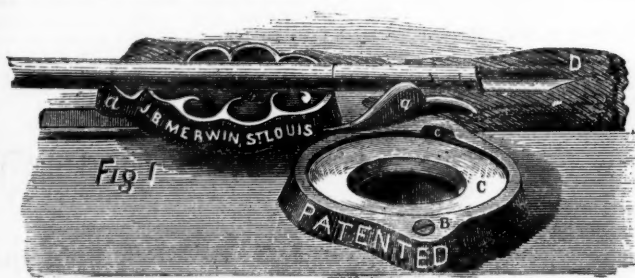
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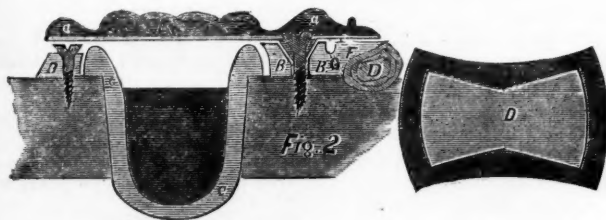
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A, Cover; a, a, Pen Rack. B, Ring with shoulder, which contains the Glass. C, Glass. c, (Fig. 1) Slot in shoulder allowing the passage of a lip projecting from glass C. D, Pen Wiper. F, Bearing of cover in rear of pivot and head for attaching the Pen Wiper. G, Fastening for Pen Wiper.

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